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AUTHOR Georgescu, Dakmara; Stefanescu, Doina-Olga; Nazdravan, Mihai; Chiritescu, Dorina; Lacatus, Maria-Liana

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ABSTRACT

This guide begins by stating that the curricular items recommended for civic education classes meet the provisions of Romania's Education Law, articles 3 and 4, and particularly, the educational ideal and the ultimate goals of education. Noting that the process of socialization should start early in life, the guide states that the place of civic education in grades 3 and 4 is justified by the need to introduce students to civic behavior in a democratic society. The guide then lists specific objectives, and outlines reference objectives that illustrate key concepts related to democracy. The guide enumerates recommended teaching practices. For grade 7 it is stated that the place of civic culture as a "lower secondary school discipline" is justified by the need to take further the civic education of children and strengthen it by exercising a civic behavior in a democratic society. The guide is divided into five sections: (1) "Presentation Note"; (2) "A Teaching Model for Social and Humanist Disciplines"; (3) "Basic Objectives"; (4) "Reference Objectives and Learning Activities"; and (5) "The Contents of Learning." The grade 8 guide states that an in-depth study and nuanced discussion of the democratic value and principles is emphasized as well as the exercise of specific democratic political practices that were partially introduced to students in grade 7. The guide explains that the knowledge acquired by students in grade 7 can be integrated and reassessed, and specific skills and capabilities further developed in a new context. (BT)

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NATIONAL COUNCIL FOR CURRICULUM

COORDINATING COMMISSION FOR HUMANIST AND ART DISCIPLINES

ED 429 876

CIVIC EDUCATION CURRICULUM

GRADES 3 AND 4

Bucharest, 1996

SO 029 454

Georgescu Dakmara

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Authors:

Dakmara Georgescu – Institute for Educational Sciences, academic secretary
Doina-Olga Stefanescu – "I.l. Caragiale" National College, Bucharest
Mihai Nazdravan, school inspector, Ministry of National Education
Dorina Chiritescu – "Nichita Stanescu" School Centre, Bucharest
Maria-Liana Lacatus, Central School, Bucharest

CIVIC EDUCATION CURRICULUM

Grades 3 and 4

Presentation Note

The curricular items recommended for third and fourth grade Civic Education classes aim to meet the provisions of the Education Law, Articles 3 and 4 more particularly, on the Educational Ideal and the Ultimate Goals of Education.

Furthermore, the civic education activities put forth in this curriculum are in agreement with the spirit and letter of:

- **The Education for Democracy, Human Rights and Tolerance resolution** adopted by the Conference of the European Ministers of Education at its 18th session (Madrid, 23-24 March, 1994)
- **The Vienna Declaration of the heads of state and government of Council of Europe member states** - October 9, 1993
- **The 1989 Convention on the Rights of the Child**

The place of Civic Education in grades 3 and 4 of primary school is justified by the need to introduce schoolchildren to the exercise of a civic behaviour in a democratic society:

A behaviour which is active, free, responsible, tolerant, open, communicative, reflexive and self-evaluative.

Given that:

(1) Education for democracy is a long and complex process; and that
(2) Primary schoolchildren are involved in civic life through family, play and learning groups and by their specific relations with certain institutions and organisations (e.g. school, the church, the policlinic, the police, the mayor's office, clubs, NGOs, etc) active in the community they live in

The process of socialisation can and should start early in life.

It is important that the issues and strategies for civic education classes should be so chosen as to take the **children's experience at their age** into account. **Resignification through integration** of knowledge provided by all other disciplines that were taught is a basic feature of civic education which is a preeminently **interdisciplinary approach.** This resignification, specific of philosophical disciplines, implies placing greater emphasis on the emotional-attitudinal dimension associated to the cognitive one by stimulating critical reflexion, participation and communication so that school, as a system of society, may favour the development of a democratic behaviour.

General Objectives

Civic Education classes will help third and fourth graders:

- To know the basic democratic values and practices
- To build - as part of activities appropriate for their age - the skills required for the exercise of democratic-type civic behaviours based on **communication, participation and tolerance**
- To know the rights of the child and the institutions/agencies that monitor their observance
- To be able to distinguish in context between "good" and "bad", democratic and undemocratic practices taking the **Civic Education class activities as a model**

Specific Objectives – Grade 3

Civic Education classes are to teach third graders:

- To think of themselves and of other people in terms of persons
- To discuss similarities and dissimilarities among individuals
- To show self-respect and respect for others as well as take care of themselves and of "others" (persons, environmental features)
- To discuss the pro-active effects of respect, courage, kindness, sincerity, dignity – on the one hand - and of their negative counterparts – on the other.
- To develop positive attitudes to : objects and things
  plants and animals.

Specific Objectives – Grade 4

Civic Education classes are to teach fourth graders:

- To understand the notion of group
- To recognise and describe the main types of groups they belong to (the family, the play group, the learning group, group of friends, etc.)
- To discuss the role of rules in groups
- To know and discuss various types of intra- and inter-group relations, both positive and negative
- To exercise non-violent solutions to conflicts inside the group
- To discuss the major institutions of the Romanian state and know the national symbols

Contents

* The curriculum provides a list of **key concepts related to democracy** that teachers are invited to consider and discuss with schoolchildren as part of the theme approached:

Authority, Power, Rights/Responsibilities, Tolerance/Respect, Diversity (Differences), Equality, Values/Norms/Rules, Communication, Justice, Freedom, Property, Accountability, Friendship, Public/Private

Grade 3 (34 hours)

Reference objectives	Contents
In Civic Education classes schoolchildren are to:	**I. To be a person: to think, to feel, to have the will, to do (12 hours)**
- Illustrate how a person expresses oneself by thoughts, feelings, willpower, action - distinguish between permanent and changing personality features - illustrate the combination of these characteristics (general-individual,	What does it means to be "persons"? Why am I a person? Is someone else a person, too? Why is it so? Moral features of a person:

personal experience - analyse similarities and dissimilarities between people and show what criteria were used for comparison - assess situations and behaviours from the standpoint of moral personality characteristics - explain what a person with special needs means - provide examples of how individuals with special needs may fulfill themselves in society	Confidence in oneself and in others/lack of confidence Trust/distrust Respect/disrespect Courage/fear/cowardice Kindness/unkindness Is a person and his/her body one and the same thing? In what way?
	II. Our relationship to things and beings (22 hours)
- Distinguish between what is natural and what is man-made - provide examples of the difference between things and ideas about things - identify situations in which people state their preferences for things - make a connection between a person's characteristics and the preferences expressed by that person - analyse how things may contribute to a pleasant or unpleasant environment - compare various attitudes to things - assess these attitudes - provide arguments to support the need for positive attitudes - analyse the role of various things as play, work and learning instruments	1. *Our relations to things* What are things? Things and ideas about things Things that express us: a. Toys, collections, my room, my clothes b. Technology, art, urbanism, etc. Attitude to things (carefulness, carelessness, etc.) What do we need things for? (Things and play, work and learning activities)
- compare things, beings and persons - use various criteria to rank the similarities and dissimilarities that were found - compare various types of attitudes to animals and plants - assess these attitudes - provide arguments in support of the need for positive attitudes - provide examples of animals and plants that are a symbol in various cultural contexts - analyse the role of plants and animals as intermediaries to play, work and learning activities - assess the role of plants and animals in human life - bring arguments in support of the need for environment-friendly behaviours	2. *Our relation to animals and plants* On animals and plants: Do they feel? Think? Communicate? Do they have habits? Do they imagine things? Are they persons? Our attitude to animals and plants (care, brutality, compassion, love, respect, fear, etc.) Animals and plants as emblems and symbols: Signs of the zodiac, totems, fantastic animals Why do we need animals and plants?

Grade 4 (17 hours)

Reference objectives	Contents
	III. Our relations with other people (12 hours)
	1. Groups
- explain what a social group is - identify the groups one belongs to - compare these groups	Groups we belong to: The family The play group The learning group The religious group, etc
- distinguish between relatives (blood or affinity relations) and other interhuman relations using different criteria	What is a community? (local community, the people, the nation, the international community)
- link a behaviour to its cause and effects	Rules of a group
- make a connection between rights and duties	Rights and duties
- explain what is a community	Interhuman relations within groups: Family (blood and affinity) relations Friendly relations Cooperative and Competitive relations Authoritarian (group leader, submission, envy, revolt, cohesion, admission-rejection from/by the group
- analyse the person's relations with the community (ies) one belongs to	2. *Interhuman relations and how they show in various situations*
- distinguish between "normal" and "limit" situations and between personal and group problems	a. "Normal" situations (certain activities are performed, rights are earned, relations with various **authorities**)
- describe potential ways of actions for each case	b. "limit" situations disasters, accidents, aggressions
- simulate negative situations and give possible solutions	c. Personal or group problems: Disease, death of someone dear, poverty, loneliness, mistrust
- compare and assess the solutions	
- name the persons and institutions that one may turn to in various situations	Who do we turn to? Who can help us? How can we help ourselves?
- evaluate various situations in which children are involved in respect of the Convention on the rights of the child	The rights of the child
	IV. Society and the State (5 hours)

state - recognise the Romanian state symbols - give examples from personal experience of cases when a person (or a group) enters into a relationship with state institutions	Democratic institutions of the Romanian state Symbols of the Romanian state

Total hours: 34 + 17

Recommended teaching practice

- **Dialogue on an issue** should be the main form of class activity if the implication for each theme is that:

  - It is assumed to be an issue by everyone in class;
  - It is broken up into its constituents
  - **Everyone becomes involved** in the discussion of each aspect

Given the **permanent ambivalence** of the values in respect of which situations are assessed, value judgements are made, attitudes and behaviours are built, we emphasise that the aim of the whole activity is to **develop awareness of that ambivalence and make appropriate options for each separate case.**

- It is important to note that no single solutions, no "right" or "wrong" answers are being sought. The aim is for everyone to do the thinking, to judge a person in relation to the natural and the social environment. We suggest the preeminent use of the following **methods**:

  - Case studies
  - Microinvestigations conducted at class, school or district level
  - Discussion of excerpted articles taken from publications for children
  - Discussion of cases that were in the focus of (and highly publicised by) the media at a particular time
  - Systematic observation of relations within the microgroups the schoolchild belongs to
  - Imagining complex social cases to which solutions are provided by each schoolchild (anthat may be discussed with parents at home) and supported with **arguments**
  - Editing a "newspaper" of the class to voice the opinions on potential specific cases
  - Designing rules and packages of norms intended for the whole class as a microgroup
  - Assuming responsibility for coordination of class activities (by rotation, with the discussion of the remarks for that particular period)

- Class activities could be **extended** to involve young schoolchildren in **practical complex socialising activities** such as:

  - Letter-writing to counterpart school graders in another city or town. Schoolchildren could mutually describe their school and town, introduce themselves to potential friends and show their likes and dislikes, concerns and interests, etc.
  - Building a younger brother/sister-like relationship with institutionalised orphaned children by writing to them on special occasions, preparing and offering to them small gifts (drawings, posters, etc.)
  - Introducing children to the issues of people with special needs without making such people the object of children's curiosity

- In order that **form** and **contents** not be at odds, classes should be held in a communication-friendly, tolerant if rigorous environment in consideration of everyone's personality, as well as of institutions, norms and rules.

- Already at this stage a distinction should be made between **scientific rigour inherent in science objects and that specific of philosophical disciplines.** This differentiation is important to avoid a rather frequent mistake, namely that in Civic Education classes

discussions have "no rules" and everyone may say whatever crosses one's mind, since that is one's **opinion**.

- How these classes are designed and held is essential to illustrate the role of Civic Education as **moral personality integrator**. This object provides the setting in which the **design and practice of social relations can be exercised.** It is the starting point for a long range of **reflexion objects** – which is what social and humanist disciplines are – that pursue to develop social creativity, stimulate societal imagination and, why not, individual metaphysical imagination.

NATIONAL COUNCIL FOR CURRICULUM

COORDINATING COMMISSION FOR HUMANIST AND ART DISCIPLINES

CIVIC CULTURE CURRICULUM

GRADE 7

Bucharest, 1997

Working Group:

Prof. Angela TESILEANU, "Nichita Stanescu" School Centre, Bucharest – academic secretary
Dakmara GEORGESCU, research worker, Institute for Education Sciences
Prof. Mihai NAZDRAVAN, school inspector, Ministry of National Education,
Prof. Doina-Olga STEFANESCU, "I.L. Caragiale" National College, Bucharest
Prof. Dorina CHIRITESCU, "Nichita Stanescu" School Centre, Bucharest
Prof. Elena BALAN, Kretulescu Secondary School, Bucharest
Prof. Florina OTET, "Andrei Saguna" National College, Braasov

Contributors:
Prof. Maria-Liana Lacatus, Central School, Bucharest
Prof. Elena Nedelcu, school inspector, School Inspectorate of the City of Bucharest

Contents

1. Presentation Note

2. A Teaching Model for Social and Humanist Disciplines

3. Basic Objectives

4. Reference Objectives and Learning Activities

5. The Contents of Learning

PRESENTATION NOTE

(1) The Place of "Civic Culture" in the Lower Secondary School

"Civic culture" is a discipline included in the education plan for grades 7 and 8 with a time budget of 34 hours per year (one hour per week).

The Civic Culture curriculum for grades 7 and 8 meets the requirements of the Education Law, Articles 3 and 4 more particularly, on the Educational Ideal and the Ultimate Goals of Education.

Furthermore, the civic education activities put forth by this curriculum are in agreement with the spirit and letter of:

- **The Vienna Declaration of the heads of state and government of Council of Europe member states** - October 9, 1993;
- **The Education for Democracy, Human Rights and Tolerance resolution** adopted by the Conference of the European Ministers of Education at its 18th session (Madrid, 23-24 March, 1994).

The place of Civic Culture as a lower secondary school discipline is justified by the need to take further the civic education of children which started in primary school and strengthen it by exercising a civic behaviour in a democratic society:

A behaviour which is active, free, responsible, tolerant, open, communicative, reflexive and self-evaluative.

(2) Specifics of the Civic Culture discipline in lower secondary school

Civic Culture taught in grades 7 and 8 (one hour a week) resumes the issues specific for this field which were first approached in grades 3 and 4:

- **A person's relations with other persons**

and

- **The citizens' relationship with the state.**

The subject, barely outlined in primary school which introduced children to its specific language, themes and learning activities, is resumed in a concentric approach which goes deeper as key civic education dimensions are considered:

- **The descriptive-informative dimension** (knowledge of persons, society and the state)
- **The normative dimension** (conveyance of social values and norms);
- **The interrogative-reflexive and valuational dimension** (critical reflexion on social values and norms);

- **The practical dimension** (building democratic attitudes and behaviours and exercising them as part of activities that take democratic practice for reference)

Civic Culture as taught in the lower secondary school has several definitional features and characteristics:

- The balance between **instruction – education – practical action** is to be achieved by taking into account the fact that the **knowledge-values-attitudes/behaviours relationship** should not make knowledge its main focus; while knowledge is important, it should generally be used as a source or pretext for exercising critical thinking and democratic attitude-formation.

- **Specific words and knowledge cannot be taught separately, once and for ever, or exhaustively** (e.g. the state, democracy, the separation of powers, the constitution, etc); further explanations and examples need to be given and specifications made, with basic information and knowledge mutually rounding out their meaning as various specific contexts are considered and referred to society as a whole

- Civic Culture classes should set **a model for** a student-teacher **democratic relationship**

- **Explicit** civic education class activities are to build awareness of the need and possibility to develop a sense of self-respect and respect for others, and acceptance of pluralism under its various facets (political, economic, religious, cultural, etc.); the actors involved in this process should not forget that civic education **is a lengthy process which can and must start early in life and needs to be "strengthened" during one's lifetime**

- Civic Education is an **integrative inter-disciplinary and inter-cultural activity** which calls for openness, communication and flexibility all while promoting them; as part of this activity, a **dialogue** inevitably emerges **between various types of knowledge and various cultures**:

  - the scientific "academic disciplinary" culture and opinionative culture associated to controversial subjects and issues that do not admit of simple "Yes" or "No" answers or intersubjective controllable solutions;
  - the culture of various ages or different geographic, linguistic or religious areas;
  - adult culture and child culture
  - formal culture (as provided by school) and media culture, street culture, friendship culture, etc.

- As part of Civic Education activities there obviously is a **strong interaction between the written (formal, intentional) or proposed curriculum and the** student's **hidden curriculum** as a specific expression of a **clash of values**

- **The proposed contents and working strategies must duly consider the life experience of children at their age and put it to good use**

(3) **Structure of the Curriculum in the Lower Secondary School**

The curricular items for grades 7 and 8 are structured as follows:

- In grade 7 Civic Education is designed as a combination of what the speciality literature refers to as civic education in the broad sense (a) and civic education in the narrow sense (b);
  - the basic contents for (a) are:

  the individual as a person; relations with other persons within social groups or communities, relations between groups and communities (communication, relational, conflictual, cooperative, solidarity, competitive), the position of persons and groups/communities to values, norms, laws;

  - the basic contents for (b) are:

  the rule of law in a democratic society; relations between the individual and rulers; basic democratic practice; democracy and the existence of civil society; respect for human rights and the rule of law; Romania's political system.

- In grade 8, the approach to basic tenets and concepts of democracy (such as authority, accountability, justice, liberty, ownership, etc.) invites to an in-depth and nuanced discussion of democratic values and principles, and the exercise of democratic practices already introduced to students in grade 7.

THE TEACHING MODEL FOR SOCIAL AND HUMANIST DISCIPLINES

Along with history, social and humanist disciplines fall within the *Social Studies* curricular area. They are included in the education plan as early as grades 3 and 4 where they are taught as a subject called *Civic Education*. In conformity with the current education plan, the study of social and humanist disciplines is resumed under the name of Civic Culture in grades 7 and 8 and continued in every year of the upper secondary school.

Social and humanist disciplines can, by their interdisciplinary and integrative potential, help students get a comprehensive picture of themselves, of others and of society. They will come to understand actional and institutional conditionalities, the linkage between thought and action in various fields. Students will be trained as informed individuals, apt to make qualified judgments, creatively integrate themselves in social dialogue and action and take over responsibilities in private and public life. An appropriate use of the language specific to these disciplines, transfers, and promotion of a critical and flexible way of thinking, communication and dialogue will end up in shaping personalities apt to help strengthening an open society in Romania and improve social, economic and political action.

Methodological articulation (see Annexes I and II) is done in light of the common basic objectives and teaching strategies appropriate for these disciplines, *by combining scientific accuracy with the valuational dimension*.

The focus of the teaching model for the social and humanist disciplines are the (intellectual and social) learning processes achieved mostly by interactive strategies.

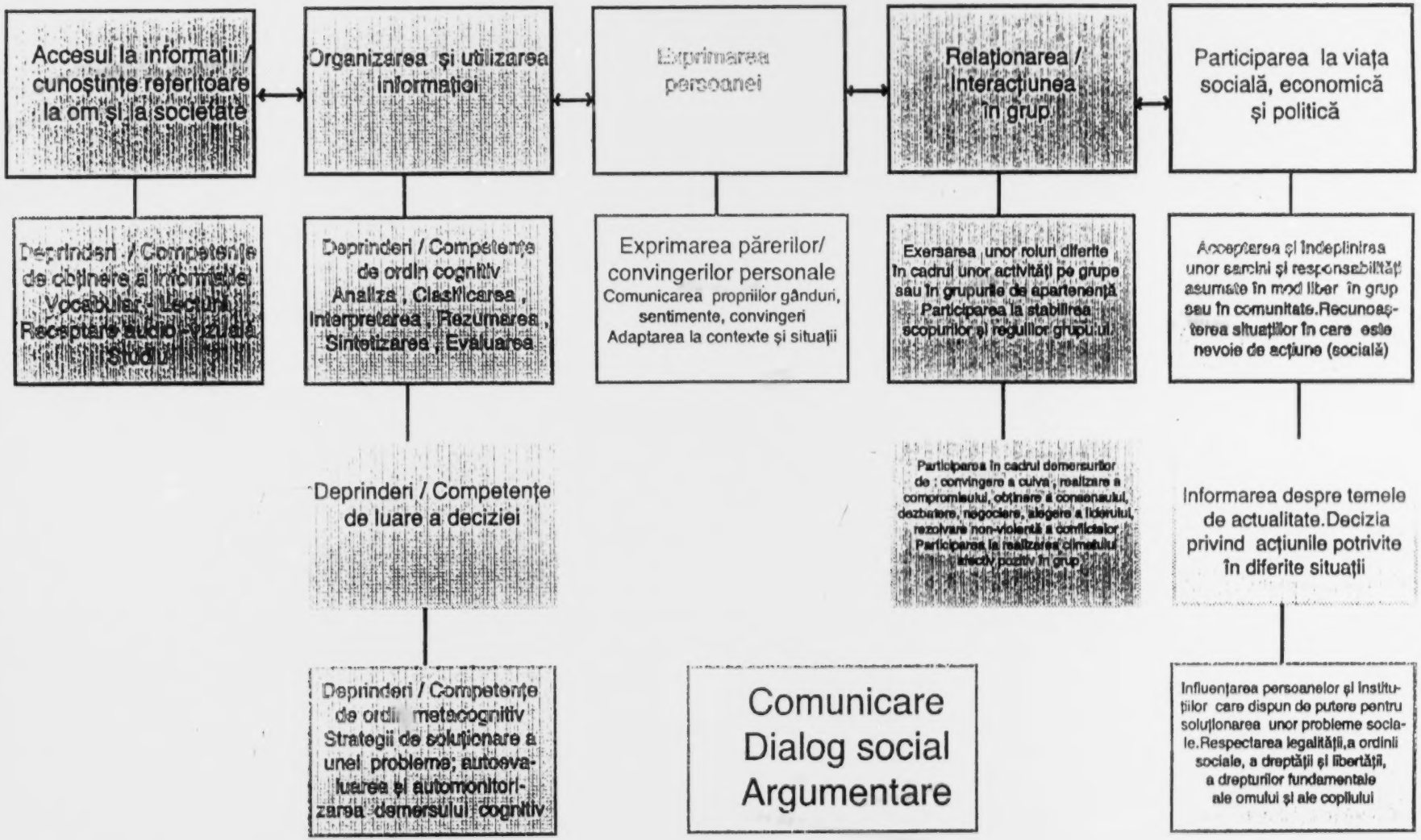
The large categories of training objectives pursue to develop the following capabilities and skills:

1. To have access to information and to know
2. To perform operations/applications
3. To recognise and resolve theoretical and practical problems
4. To evaluate
5. To have positive attitudes and behaviours.

The structure and development of specific skills (see Annexes I and II) are indicative of the option for an educational model that puts the dignity of the individual – its acceptance and achievement – above all.

Anexa 1

Disciplinele socio-umane
Structura și dezvoltarea competențelor


Accesul la informații / cunoștințe referitoare la om și la societate
Organizarea și utilizarea informației
Exprimarea persoanei
Relaționarea / interacțiunea în grup
Participarea la viața socială, economică și politică
Deprinderi / Competențe de obținere a informației Vocabular - Lectură Recepțare audio - vizuală Studiu
Deprinderi / Competențe de ordin cognitiv Analiza , Clasificarea , Interpretarea , Rezumarea , Sintetizarea , Evaluarea
Exprimarea părerilor/ convingerilor personale
Comunicarea propriilor gânduri, sentimente, convingeri
Adaptarea la contexte și situații
Exersarea unor roluri diferite în cadrul unor activități pe grupe sau în grupurile de apartenență Participarea la stabilirea scopurilor și regulilor grupului
Acceptarea și îndeplinirea unor sarcini și responsabilități asumate în mod liber în grup sau în comunitate.Recunoașterea situațiilor în care este nevoie de acțiune (socială)
Deprinderi / Competențe de luare a deciziei
Participarea în cadrul demersurilor de : convingere a cuiva , realizare a compromisului, obținere a consensului, dezbatere, negociere, alegere a liderului, rezolvare non-violentă a conflictelor Participarea la realizarea climatului afectiv pozitiv în grup
Informarea despre temele de actualitate.Decizia privind acțiunile potrivite în diferite situații
Deprinderi / Competențe de ordin metacognitiv Strategii de soluționare a unei probleme; autoevaluarea și automonitorizarea demersului cognitiv
Comunicare
Dialog social
Argumentare
Influențarea persoanelor și instituțiilor care dispun de putere pentru soluționarea unor probleme sociale.Respectarea legalității,a ordinii sociale, a dreptății și libertății, a drepturilor fundamentale ale omului și ale copilului

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Disciplinele socio -umane
Dinamica dezvoltării competentelor

Competenţe privind obţinerea informaţiei

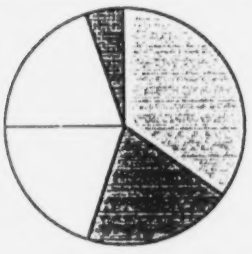
Competenţe privind organizarea şi utilizarea informaţiei

Competenţe privind exprimarea persoanei

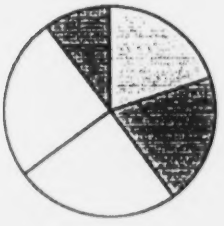
Competenţe privind relaţionarea / interacţiunea în grup

Competenţe privind participarea la viaţa socială politică şi economică

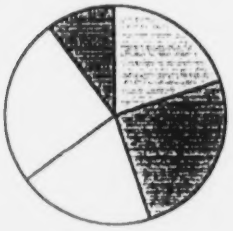
Clasele a III-a şi a IV-a



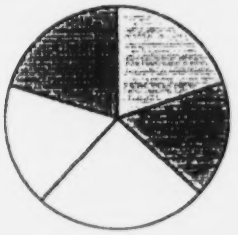
Clasele a VII-a şi a VIII-a



Clasele a IX-a şi a X-a



Clasele a XI-a şi a XII-a



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Annex 1

Social and Humanist Disciplines

Skills and Skill-Building

1 – Access to informationi/knowledge on man and society
2 – Information management and use
3 – Individual expression
4 – Group relationship and interaction
5 – Social, economic and political participation
6 – Information acquisition skills and capabilities. Vocabulary – Readings – Audio-Visual Absorption – Study
7 – Cognitive skills and capabilities. Analysis, Classification, Interpretation, Summarising (Abstract-Making), Synthesis, Evaluation
8 – Expression of personal opinions/beliefs . Conveying one's own thoughts, sentiments, beliefs. Adjustment to context and specifics
9 – Exercising different roles as part of group activities or in allegiance groups. Participation in setting a group's aims and rules
10 – Acceptance and fulfilment of freely assumed group or community tasks and responsibilties. Acknowledgment of situations that call for (social) action
11 – Decision-making skills and capabilities
12 – Participation in actions pursuing to: persuade, compromise, achieve consensus, discuss, negotiate, choose the leader, resolve conflicts in a non-violent fashion. Participation in building a positive emotional climate in the group
13 – Information on topical issues. Decisionmaking on the right action to be taken in various situations
14 – Metacognitive skills/capabilities. Problem-solving strategies; self-evaluation and self-control of the cognitive effort
15 – Influencing powerful persons and institutions to resolve social problems. Observing the law, social order, justice and liberty, the fundamental human rights and the rights of the child

Annex 2

Social and Humanist Disciplines
Skill-Building Dynamics

1 - Information acquisition skills
2 – Information management and use skills
3 – Individual expression skills
4 – Group relationship and interaction skills
5 – Social, political and economic participation skills

Grades 3 and 4 Grades 7 and 8 Grades 9 and 10 Grades 11 and 12

BASIC OBJECTIVES OF THE **CIVIC CULTURE** DISCIPLINE (GRADES 7 AND 8)

Lower secondary school-leavers, having learnt the Civic Culture discipline for two years, in grades 7 and 8, will be able :

- to use appropriately and in a flexible fashion the three basic forms of expression and communication – spoken, written and pictorial language – with reference to specific social and political contents:

- fundamental democratic values and practices, human rights and the rights of the child;
- a person's position to values and norms; a person's relations with social structures
- political structures of society; democracy and the rule of law in Romania; Romania and Euro-Atlantic integration
- relations of a person (persons) with the economic and political structures of society; civic rights and duties/responsibilities;

- to engage in dialogue by using specific types of argumentation all while accepting pluralism and valuing differences (physical, economic, social, political, cultural-religious);

- to show individual and group work abilities, and interest in stimulating cooperation, fair competition and social creativity;

- to prove their capacity to value and critically reflect on pro-social values and norms, attitudes and behaviours;

- to take an interest in social participation and in exercising their citizenship

REFERENCE OBJECTIVES AND LEARNING ACTIVITIES

Learning activities are closely linked to the main **attitudes and skills** to be built by Civic Education[1]

Such activities are to help integrate the knowledge, skills and attitudes into training profiles appropriate for the role of citizens in a democratic society. Subject to context, such learning activities may be performed individually, by pairs or by groups of 3-5. They may done in class, at home as homework or as projects that take longer than a class hour to implement and generally involve partnership or teamwork.

Note

Learning activities marked (*) are curricular items at the discretion of schools (30%). Accordingly, such activities may be adjusted to the conditions prevailing in each school. The learning activities that are not marked (*) are part of the core curriculum.

Reference Objectives	Learning Activities
Development and use of intellectual skills: Students are to: - make appropriate and flexible use of concepts and facts; - distinguish between factual statements and value judgements; - use critical and reflexive thinking , including about the messages sent by the media; - to make and give opinions of their own; - to critically consider the arguments supplied by others and review their own arguments, as the case may be; - to properly choose/apply problem-resolution strategies and develop problem-solving strategies of their own; - to monitor their own cognitive efforts	• *Critical readings from classical and modern information sources:* - selection of passages relevant for a subject or task (key words, quotations, titles, subtitles, annotations, underlined parts,etc.) - identification of main ideas; - description and interpretation of iconic items; - comparison of different views; - activities pursuing to clarify the meaning of words (lists of words, looking up for explanations in glossaries, dictionaries, in context); - Exercising the approach to controversial subjects* • *Finding the required information, preparing to use it:* - listening, viewing, note-taking or file-making, annotating the text, commenting on the information in the notebook or diary, abstracting, etc.* • *Using the concepts and factual information* to choose or develop problem-solving strategies • Problem-solving strategy proposal

[1] The word skills refers to the abilities that schoolchildren and students are to develop and use by activities specific to civic educatioin.

	exercises* • Argumentation exercises • Text addition or continuation, text commenting or summarising exercises • Self-evaluation and evaluation exercises
Development of communication skills Students are to: - use their dialogue, public discussion of an issue, negotiation, conflict-resolution skills and abilities; - assess and value different perspectives of thought and action as sources of mutual enrichment; - reflect critically on their own and others' prejudices and stereotypes	• Guided conversational activities (questions and answers), free dialogue and discussion on a specific topic, on a controversial subject, etc • Exercises requiring the expression of personal opinions/beliefs/feelings • Answers to letters, opinion polls, investigations (personal surveys)* • Negotiations, decision-making by consensus or by compromise, choosing the leader, etc. • Conflict resolution exercises* • Exercising the use of modern communication technology* • Newspaper, film, photographic album-making activities and exercises (teamwork project)*
Development and use of skills required for social participation Students are to: - Take part in negotiating their rights and duties in class and in school - Assume responsibilities - Link up decisionmaking to action and the consequences thereof - Recognise and involve themselves in cases when social action is needed - Develop and use teamwork, cooperation, and fair competition skills - Take an interest and show a sense of initiative in resolving the problems of their communities	• Information activities concerning the local community: case studies, information bulletins, etc.* • Group exercises of decisionmaking, of proposing or choosing a problem-resolution strategy • Project-type activities* • Activities pursuing to influence public decision-making (letter-writing or media campaigns, cooperation with civic organisations or state institutions, participation in the decision-making bodies of the class or school, etc.* • Invitations sent out to representatives of the ruling forces or civic organisations as part of class activities* • Visits to the head offices of civic organisations and government institutions, getting to know their specific projects and activities

Development of democratic attitudes and their expression	
Students are to: - Develop positive feelings and attitudes to other individuals which show in a sense of cooperation, solidarity/mutual help, fair competition; - Take care of themselves and of other people, take an interest in public issues and community life; - Develop and use their empathy - Value differences among people and conflicting values in society, accept and promote pluralism in its various forms - Show respect and decency - Behave properly - Appreciate quality work and be concerned with the quality of work done	*Hands-on activities, in pairs or in groups, undertaken as:* • Case studies • Simulation activities • Role playing based on empathy; other games • Project-type activities requiring teamwork* • Contests/competitions • Cooperation with various persons through involvement in their projects*

THE CONTENTS OF LEARNING

Note

Learning activities marked (*) are curricular items at the discretion of schools (30%). Accordingly, such activities may be adjusted to the conditions prevailing in each school. The learning activities that are not marked (*) are part of the core curriculum.

1. Introduction (2 hours)[2]

- Civic education – education for democracy

  The need for civic education in the world today

2. Life in society (12 hours)

- *The individual*

  - The individual: human uniqueness and human dignity
  - Similarities and dissimilarities among people
  - Human rights

- *Man as a social being*

  - Groups: characteristics, types;
  - Interpersonal attitudes and relations within the group: inter-group relations (cooperative, competitive, solidarity, conflictual, tolerant, respectful, communicative, position controlling, appreciative, assistance, etc.)
  - Family as a social group:
    a. role distribution in the family
    b. the family today

  - Local, national and international community

  a. Local community
  b. The nation. Citizenship. Civic rights and duties
  c. International community. European integration. Globalisation*
  (The cultural, historic, geographic, political, legal, economic, financial, emotional a.o. foundations of community life are to be discussed)

3. Romania's political system (20 hours)

- *Modern states and constitutions*

  - Theories about the state*
  - The exercise of power in a state. Forms of government and political systems:

[2] The class hours for the curriculum sections are just for reference.

democratic, autocratic and totalitarian

- Modern states and constitutionalism
- The constitutions of modern times*

- *The Constitution of Romania (1991)*

  - Brief history of constitutionalism in Romania*
  - Making the Constitution of Romania:

    a. Political changes in 1989
    b. The role of the Constituent Assembly
    c. Enactment of the Constitution

  - Constitutional values and principles*
  - The structure of the Constitution and constitutional mechanisms

- *Democratic institutions and practice*
  (Democratic practice is discussed herein in light of state institutionalised action)

  - The democratic state and the separation of powers
  - The Romanian state authorities:

    a. The Legislative
       Legislation. The relation of laws to values and norms*
       Civic disobedience (deliberate and non-violent disregard of law)*
    b. The Executive. Central and local administration
    c. The Judiciary
    d. The Presidency of the Republic
    e. Administration and bureaucracy*

- *The mass media and public opinion*

  - The media: definition, classification, functions
  - Public opinion. The role of the media in shaping public opinion
  - Freedom of the press. Freedom and responsibility in producing, delivering and receiving the message disseminated by the media (Prejudice and stereotypes)*

- *Citizenship and democratic practice*
  (Democratic practice is approached herein from the citizen's perspective)

  - Civil society and civic initiatives (local community initiatives, intiation of laws, etc.)
  - The right of association: political parties and civic organisations*
  - Elections and voting*
  - Participation in public decision- making and monitoring in the context of representational democracy and direct democracy forms (e.g. the referendum)*

Teachers and students may add to the above practice or they may concentrate on one of them

NATIONAL COUNCIL FOR CURRICULUM

COORDINATION COMMISSION FOR HUMANIST AND ART DISCIPLINES

CIVIC CULTURE CURRICULUM

GRADE 8

Bucharest, 1997

PRESENTATION NOTE

In grade 8 an in-depth study and nuanced discussion of the democratic values/tenets is planned as well as the exercise specific democratic political practices that were partially introduced to students in grade 7. This is to be achieved by taking up such basic principles and concepts of democracy as authority, accountability, justice, liberty, property, etc.

Within this framework, the knowledge acquired by students in grade 7 can be integrated and re-assessed, and specific skills and capabilities further developed in a new context.

To this end, reference will be made to texts already familiar to students (*The Constitution of Romania, The Universal Declaration of Human Rights*) and to other documents, instances, cases, images, etc. discussed in grade 7. The approach to the themes will have to consider the prospects for European integration and EU accession, as well as aspects of Romania's participation in international organisms (UN, Council of Europe, etc.)

CONTENTS OF LEARNING

Note

Learning activities marked (*) are curricular items at the discretion of schools (30%). Accordingly, such activities may be adjusted to the conditions prevailing in each school. The learning activities that are not marked (*) are part of the core curriculum.

A LIST OF THE CONCEPTS TAUGHT:

- AUTHORITY
- FREEDOM AND ACCOUNTABILITY
- JUSTICE AND EQUALITY
- PROPERTY
- PATRIOTISM

Note

The class hours for each curriculum section are indicative.

1. Introduction. Democratic values, principles and concepts (4 hours)

- Values and principles of democracy; concepts associated to these values and principles:
  a. authority, liberty and accountability, etc.
  b. principles:
  - pluralism (respect for differences and tolerance)
  - representationality
  - the rule of law
  - separation of powers in the state
  - majority rule and protection of minorities, etc.

2. Authority (5 hours)

a. What does authority mean? Authority and hierarchy
b. Authority – private and public
c. Authority and its expressions in totalitarian systems and in democratic systems
d. Relations between citizens and authorities: ruler-subject, respect for authority, respect for citizens, control of authority, citizen-authority cooperation (cooperation between civic society and the state).
e. Consequences of the lack of or excessive authority*

3. **Freedom and accountability (7 hours)**

- **What does freedom mean?**

a. Distinguishing between individual, political and economic freedom
b. Freedom and respect for law. Juvenile delinquency*
c. Inner freedom*
d. Limits to freedom. Lack of freedom
e. Rights, duties and responsibilities. Civic rights and human rights
f. Civic participation and responsibility. Decisionmaking, action and accountability.
g. Individual and collective responsibility. Assuming and delegating responsibility*

4. **Justice and equality (7 hours)**

- **What does justice mean?**

a. Kinds of justice:
   - Justice as access to resources and positions in society (distributive justice)
   - Justice as observance of the law and an act of the judiciary
   - Justice as an act of redressing a wrong (corrective or reparatory justice)

b. Forms and cases of injustice
c. The judiciary as an institution that defends and administers justice
d. Community and justice; differences in conceiving and achieving justice that are rooted in community structure and traditions*
e. Justice, equality and inequality. Desirable types of equality (political, legal, economic: the issue of poverty and wealth)
f. An historic perspective on the proclamation of and quest for individual equality *
g. Political utopias*
h. Equal opportunities and equality before the law
i. Equality, difference and competition in a democratic society
j. The role of the state and of civic society in achieving equality under its various facets

5. **Property (6 hours)**

a. What does property mean? Forms of property and their evolution
b. The right to property; owner status; violation of property rights (e.g. in the communist system)
c. Private property and the market economy
d. The market economy and democracy in Romania. Constitution and reconstitution of property rights in Romania
e. The citizen as a consumer and an entrepreneur*
f. Attitudes, behaviours and action effects in the context of a plurality of forms of property

6. **Patriotism (5 hours)**

- **What does patriotism mean?**

a. What does patriotism mean and how does it show?
b. National identity and patriotism. National sentiment, national consciousness
c. The complex character of personal identity today: multiple identities (e.g. family, regional/local and national, national and European, etc.)
d. Allegiance and loyalty. Attitude to people, traditions, ideas and organisations that are important to personal life and society*
e. Alterations of patriotism: xenophobia, chauvinism, demagogy (The discussion will include such prejudice and stereotypes as "we" and "the others", the image of the "alien", the "scapegoat" strategy, a.o.)
f. Patriotism and European integration

9th grade Civics Textbook

Civic culture: Democracy, Tolerance, Human rights

Authors:

Mihaela Miroiu (coord.)
Doina-Olga Stefanescu
Doina Elena Nedelcu
Vasile Morar

Content

Foreword

A. Dialog and classroom discussion
B. How to do research
    1. Observation
    2. Experimenting
    3. Questionnaire
    4. Interview

Part I: Democratic values

Liberty

A. What liberty means
B. Liberty-Solidarity-Responsibility
C. Liberty and human liberties. Public and private
    1. Individual liberties
    2. Collective liberties
    3. Public and private
D. Liberty/authority
E. Liberties in our country

Justice

A. The need for rules in the society
B. Why should rules and laws be abide in society
C. The idea of justice
    1. Justice as fairness
    2. Justice as merit
    3. Justice and equality
D. Law and Justice
E. Equality of chances

Human rights

A. History of human rights
B. Great writings on human rights
C. Universal Declaration of Human Rights
D. Children's Rights Declaration
E. Women's rights

Part II : Tolerance and prejudice

Tolerance

A. Golden rule
B. What tolerance mean
C. Religious tolerance
    1. Christianity
    2. Islam
    3. Judaism
    4. Inter-religious tolerance
D. Tolerance in relation to political opinions
    1. Tolerant political views
    2. Intolerant political views
E. Liberty of opinion&speech and tolerance

Violence and aggression

A. Forms of violence
    1. Force and violence
    2. Disorder and violence
    3. Definition of violence
B. Roots of violence
    1. Are human beings violent by nature?
    2. Are human beings violent due to life conditions?
C. Is violence influenced by television and cinema?
D. Violence in daily life
E. What can we oppose to violence?
    1. Raison as mean to suppress violence
    2. Non-violence as way to suppress violence
F. Children, Violence and Children's rights

Prejudices

A. What are prejudices
B. How can prejudices appear
C. How can prejudices disappear
D. Types of prejudices
    1. Prejudices linked to race (racism)
    2. Prejudices linked to nationality (nationalism/chauvinism)
    3. Prejudices towards strangers (xenophobia)
    4. Prejudices against Jews (anti- Semitism)

5. Prejudices against the other sex (sexism)
6. Prejudices against old people and young people (geronto-phobia and juvento-phobia)
7. Prejudices against other species and environment (speci-ism)